

Grade 4 Integrated Language Arts Unit

Lesson 1: Houses Across the World

Connections to Financial Literacy

This unit will “[give] our students the critical skills they need to navigate an increasingly complex global financial and economic system.” (*A Sound Investment: Financial Literacy Education in Ontario Schools*, p. 5)

In this lesson, students develop their understanding of the diversity of houses across the world. Students learn that houses may be built using a whole variety of accessible materials gathered from the local environment. They learn that house structures impact their living conditions and quality of life. Students also learn that their experiences may differ significantly from other students’ experiences in their own community, and beyond. Their “reality” is not a universal experience.

In addition, this lesson will focus on developing an understanding of:

- An examination of house structures and the implications of those structures on living conditions
- An exploration of “wants” and “needs”

Lesson 1 integrates:

- Language Arts
 - Oral Communication
 - Reading
 - Writing
- Science and Technology
 - Understanding Life Systems: Habitats and Communities
- Social Studies

Curriculum Expectations

Language Arts

Overall Expectations:

Oral Communication

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

Specific Expectations:

Active Listening Strategies

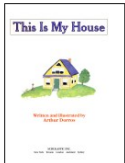
1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups

Interactive Strategies

2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions

<p>Reading: 1.read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning</p>	<p>Demonstrating Understanding 1.4 demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea Making Inferences/Interpreting Texts 1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts as evidence Extending Understanding 1.6 extend understanding of texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p>
<p>Writing: 1. generate, gather, and organize ideas and information to write for an intended purpose and audience</p> <p>2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience</p>	<p>Research 1.3 gather information to support ideas for writing, using a variety of strategies and oral, print and electronic sources Classifying Ideas 1.4 sort and classify ideas and information for their writing in a variety of ways</p> <p>2.5 identify their point of view and other possible points of view and other possible points of view on the topic, and determine whether their information sufficiently support their own view Producing Drafts 2.8 produce revised draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions</p>
<p style="text-align: center;">Science and Technology</p>	
<p>Overall Expectations: Understanding Life Systems: Habitats and Communities 1.analyse the effects of human activities on habitats and communities</p> <p>3. demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them.</p>	<p>Specific Expectations: 1.1 analyse the positive and negative impacts of human interactions with natural habitats and communities, taking different perspectives into account, and evaluate ways of minimizing the negative impacts</p> <p>3.10 describe ways in which humans are dependent on natural habitats and communities</p>

Social Studies	
Overall Expectations: Social Studies Plants and animals are interdependent and are adapted to meet their needs from the resources available in their particular habitats. (Overall expectations 1, 2, and 3) these expectations will be updated to fit new Social Studies Curriculum arriving 2012	Specific Expectations: Changes to habitats (whether caused by natural or human means) can affect plants and animals and the relationships between them. (Overall expectations 2 and 3) Society relies on plants and animals. (Overall expectations 1 and 2)
Learning Goals	
<p>At the end of this lesson, students will know, understand and/or be able to...</p> <ul style="list-style-type: none"> • understand ways in which humans in a community depend on features of their habitat to meet important needs; • begin to understand the correlation/ relationship between socio-economic status and housing; • identify various housing structures and the implications of those structures on living conditions; • begin to understand correlation between poverty and homelessness; • extract information from a text and develop their own interpretations; • interact with a text by extracting information, reacting to the text and synthesizing the information in the text with their own ideas; • use a graphic organizer to collect and organize their ideas and clarify their thinking; • transfer and apply the information from the graphic organizer to synthesize and consolidate their understanding. 	

Instructional Components and Context		
Readiness & Instructional Strategies	Terminology	Materials
<p>For success in this lesson, students should have had opportunities to:</p> <ul style="list-style-type: none"> work in groups and to brainstorm their ideas in a safe learning environment; infer information from a text; work with graphic organizers (i.e., Venn diagram); establish co-constructed criteria for effective group work and discussions. <p>Instructional strategy:</p> <p>gallery walk: An instructional technique in which students rotate around the classroom looking at [posted student] work, composing answers to questions, and reflecting on and reacting to the answers given by other groups. The technique is used to encourage active engagement by students in synthesizing important concepts, building consensus, writing, and speaking. (The Ontario Curriculum Grades 1-8 : The Arts- Revised)</p>	<ul style="list-style-type: none"> community living conditions wants needs tent thatch adobe bricks a pueblo houseboat apartment shelters home 	<p>Minds On</p> <ul style="list-style-type: none"> Chart paper (1 sheet per group) Markers (1 per group) <p>Action</p> <ul style="list-style-type: none"> <i>This Is My House</i> by Arthur Dorros* Grade 4 BLM 1-1: Tent cards reflecting sample questions <p>Consolidation</p> <ul style="list-style-type: none"> Chart paper (1 sheet per group) Markers (1 per group) Grade 4 BLM 1-2: Venn Diagram Grade 4 BLM 1-3: Wants & Needs T-Chart <p><i>*This is My House</i> by Arthur Dorros ISBN-10: 0590453025 ISBN-13: 978-0590453028</p>  <p>Synopsis:</p> <p>People make houses all over the world from available materials to suit their unique lifestyles and climates. In this multi-language book, students will learn to say: "This is my house" in 17 languages; they will discover similarities and differences in housing structures all over the world. This book supports students' exploration of their local and global communities.</p>

Minds On

- ♦ Establishing a positive learning environment
- ♦ Connecting to prior learning and/or experiences
- ♦ Setting the context for learning

Lesson Description**Notes to teacher:**

In groups of 3-4, the students create a T- chart on chart paper to compare the features of houses in Ontario to houses in different countries.

Teacher prompt:

On one side:

1. Describe the features of houses in your neighborhood and in different communities in Ontario (e.g., bricks, stone, two-stories, apartment building, 4 bedrooms)

On the other side of the T- chart:

2. Describe the features of houses you have seen or are aware of in other countries (e.g., wood, straw, one room)

Once they have finished, students discuss their charts with the whole class, and highlight interesting facts and observations.

Example of T-Chart which students create:

Houses in Ontario	Houses in the different countries



Assessment **for** learning

- Teachers will be able to assess students prior knowledge about how houses are structured in their immediate area and beyond.
- S/he will have an idea of how much experience students have had with houses in other parts of the world.
- Sometimes it will be necessary for teacher to build background knowledge so that all students will be successful.

Action

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided → independent)

Lesson Description**Notes to teacher:****Description:**

- Students are gathered as a whole class. Show the cover of the picture book *This Is My House* by Arthur Dorros
- Invite students to make a prediction about what the text will be about and to explain their thinking
- Teacher reads the picture book aloud
- After reading, students work in groups of 4-6 to examine the images (visual text) through the following questions that can be reflected on tent cards (6 copies of book):



Assessment **for** learning

Teachers will be able to assess students' prior knowledge about how houses are structured in their immediate area and beyond. S/he will have an idea of how much experience students have had with houses in other parts of the world. Sometimes it will be necessary for teachers to build background knowledge (e.g. show images of houses from around the world) so that all students will be successful.

- *What do you notice in the illustrations?*
- *What types of houses are not reflected in the illustrations?*
- *Do you see a house that looks like yours?*
- *How does the local habitat impact how the house is built in each country? (links to Social Studies curriculum)*

- Students discuss their observations and ideas orally

Critical Challenge:

If you and your group members had a choice to live in any house (select from pages reflecting Turkey to Thailand), ***which one would it be and why?***

Scaffolded Learning (Backward Design):

Students will

- Think about and list the activities that happen in their houses/ apartments. (e.g., eat, sleep, entertain, play) This helps students think about the function of a house.
- Students create a Venn diagram on chart paper to capture the similarities and differences between a house in their community and one other house of their choice (from pages reflecting Turkey to Thailand). Students will use explicit evidence from the text (e.g., size, materials, location, structure), as well as, implicit information where they will need to infer activities that could take place and content of the house (e.g., eating in the dining room, playing in the recreation room, computer in my bedroom.)
- *What did you learn from the information in your Venn diagram?*
(Students collaboratively write a summary statement on the bottom of their chart paper.)

A for L Assessment **for** learning

Opportunity to Co-Construct Criteria on 'What makes an effective Venn Diagram' e.g.

- *each contrasting point must have a counterpoint*
- *information included in the Venn Diagram is correct and provides specific details about the topic*

Teachers will assess students' abilities to compare and contrast houses in order to determine differences and similarities of these structures. In order to do this effectively, students will need to infer information from the text.

Consolidation

- ♦ Providing opportunities for consolidation and reflection
- ♦ Helping students demonstrate what they have learned

Components of Consolidation:

- discussion of student work
- teaching emphasis
- highlights and summary (What did you learn?) Teacher records students' thinking on chart and this is the beginning of co-constructing success criteria
- independent or further guided practice

Student Discussion of Thinking

- Venn diagram charts are posted around the classroom and students are given the opportunity to do a "Gallery Walk" so that they can preview other students' work/thinking.
- After the "Gallery Walk", groups are invited to share their thinking represented on the Venn diagram charts.
- Encourage other groups to ask students questions that will deepen their understanding about the diversity of houses around the world. (*accountable talk*)

Teaching Emphasis - It is important to note that the teaching emphasis should be informed by the students' observations/learning. The following are examples of possible emphases that address these learning goal(s):

- Examining living conditions of houses around the world
- Beginning to explore of the relationship between socio-economic status and housing
- Understanding that their "reality" is quite different from the "reality" of other children around the world

Teacher uses student work/thinking to make connections and extend their learning by asking the following questions:

- *Think about all the items in your bedroom. Would these items fit inside the house you selected?*
- *How would your life be different without the items that you use and rely on every day? What would you absolutely "need" and what could you live without if you had to move into this new house tomorrow?* (Teacher emphasizes the difference between Wants and Needs)
- *Based on your learning about houses around the world, how do you think your life might be different from a child living in Mongolia, Thailand, Saudi Arabia, Samoa, Russia, and New Guinea?*

Teachers are encouraged to provide the students with descriptive feedback, based on the specific criteria generated by the class.



Differentiated Instruction

By having the students begin the discussion in a smaller group, teachers will provide the opportunity, for those students who need it, to generate and organize their ideas before sharing with the larger group, as well as provide the opportunity for everyone to share their thinking.

Highlights and Summary

- Teacher asks students: “*What did you learn from today’s lesson?*”
- Teacher then asks, “*How do you know the difference between a ‘want’ and a ‘need’?*”, and records this on chart paper

Independent Task to Set Context for Next Lesson:

- Individually, students think about their current living conditions and create a list of what they absolutely feel they “need” and what they feel they “want” (can live without).
- Student then codes each item using “N” for need and “W” for want.
- Thinking captured in this task will be used to begin a conversation in the next lesson.

Assessment as learning

Posted chart paper with the title: “Difference between a want and a need “, will serve as an Anchor Chart for students to reference when completing the independent task.

Assessment for learning

This independent assessment for learning task will provide teachers with information about each student’s perceptions and understanding of “needs” and “wants” as they relate to their daily living conditions.
(e.g., *What does the student value?*)

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